PROFESSIONAL DEVELOPMENT TOOLKIT
FOR NEW AND BEGINNING TEACHERS

Classroom Control and Discipline		Teaching Strategies and Practices	Technology Use and Integration
	Balanced Assessment		Parent Communication
Unmotivated Students		Feelings of Isolation	
Roadblocks	Standards of Learning		Time Management
Administration and Supervision		Diverse Learners	

Virginia Commonwealth University

The Commonwealth Educational Policy Institute

L. Douglas Wilder School of Government and Public Affairs

Richmond, Virginia

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NEW AND BEGINNING TEACHERS

A project administered by

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Professional Development Toolkit for
New and Beginning Teachers

The PROFESSIONAL DEVELOPMENT TOOLKIT FOR NEW AND BEGINNING TEACHERS is a research-based video streamed program with accompanying resource documents. The program is an outgrowth of a previous Commonwealth Educational Policy Institute (CEPI) online mentoring study at Virginia Commonwealth University. The findings of the online mentoring study revealed twelve topics new and beginning teachers felt additional university training would have led them to more effective use of best practices in the classroom. In this program, each of the twelve topics is presented in two to six stand alone video segments. The total number of segments is forty five. Suggested uses, in addition to personal viewing by K-12 teachers for self improvement, include professional development, mentor and mentee, university prospective teacher, and small or large group training.

The facilitators are university faculty and practitioners with field experience. Each is currently involved in teacher training or serves as a staff development administrator. All are currently engaged in educational research, teaching and/or educational policy development.

The teachers in the video programs are classroom teachers. Some of them were participants in the 2006 Online Mentoring Study in which the topics for this project were identified. They represent all disciplines in K-12 grades.

Resource documents for the programs are provided as PDF files to facilitate the use of the 45 video segments. The first set of documents is composed of: (1) a description of the project, (2) an introduction to program facilitators, including a definition of each topic, and a list of the video segments, and (3) a research formative study summary that helped to guide the project's development. The second set of documents is composed of: (1) a description of the project, (2) a full text transcript for each video segment, (3) a set of problems and solutions related to each video segment in the form of a work-study guide, and (4) an annotated bibliographic summary of references and Internet links for each transcript. Many of the organizations and agencies referenced in the transcripts are actively involved in the development of video and professional development presentations that support policy and advocacy.

Every reasonable effort is made to present current and accurate information. Internet content, however, does appear, disappear and change over time. CEPI, as a university-based educational policy research institute endorses no specific position of any listed group.

Classroom Control and Discipline: Knowledge of classroom management and discipline techniques essential to maintaining an orderly classroom environment that is conducive to student learning.

Segments:
1. Rules
2. Procedures
3. Consequences
4. Room Arrangements
5. Building Relationships
6. Engaging Instruction

Balanced Assessment: Recognition of teacher-made assessment, student produced products, and standardized assessment as balanced assessment.

Segments:
1. Overview of Balanced Assessment
2. Teacher Made Assessments
3. Student Generated Assessments
4. Standardized Test Assessments

Administration and Supervision: A perspective on the role of a teacher, principal, team, and the state in a school assessment program.

Segments:
1. Understanding Job Expectations
2. Active Evaluation Participation

Facilitator: Dr. Christopher Corallo, Director of Staff Development
Henrico County Public Schools
Adjunct faculty, Commonwealth Educational Policy Institute (CEPI)
Virginia Commonwealth University

Dr. Corallo specializes in organizational systems design and management structures and has worked extensively in organizational leadership development. He has extensive experience in the development and mentoring of school principals and teacher leaders. Other areas of expertise include curriculum and instructional delivery design with an emphasis on technology applications, and strategic planning.

Standards of Learning (SOL): Knowledge of skills and abilities required to master state and local school K-12 curriculum standards.

Segments: 1. Why Standards?
              2. Standards and Classroom Creativity
              3. Accessing Standards of Learning Support Materials

Technology Use and Integration: Ability and skills necessary to make use of technology as an instructional and evaluative tool to assist the development of such skills as critical thinking, test taking, and problem solving.

Segments: 1. Technology as a Classroom Tool
              2. Integrating Technology
              3. Technology as a Research Tool
              4. Using Technology to Engage Students

Parent Communication: Communication strategies that can be used with parents to promote home and community support for student learning.

Segments: 1. Academic Achievement and Parent Interaction
              2. Positive Engagement With School
              3. Teacher Preparation
              4. Teacher to Parent Communication

Facilitator: Dr. Bill Bosher, Jr. VCU Distinguished Professor & Executive Director
                The Commonwealth Educational Policy Institute (CEPI)
                L. Douglas Wilder School of Government and Public Affairs
                Virginia Commonwealth University

Dr. Bosher is a former state and local superintendent with interests in public policy, school finance, educational accountability, and leadership.

Teaching Strategies and Practices: Teaching methods, strategies and practices required to understand how students differ in the ways they learn; and how to create learning experiences that make subject matter meaningful.

Segments:
1. Engagement
2. Questioning
3. Learning Formats
4. Feedback

Feelings of Isolation: Feeling lonesome, anxious, and alone in classroom with limited resources and assistance. Having no clear-cut recipe or "how to do it" guide to manage an unexpected problem; or fear related to appearing incompetent to pears.

Segments:
1. Developing a Relationship With Your Mentor
2. Teamwork
3. Professional Renewal
4. Coping with Stress

Facilitator: Dr. Tammy Milby, Reading Faculty
Department of Teaching and Learning
School of Education
Virginia Commonwealth University

Dr. Milby's research interests are in the areas of reading and writing, teacher quality/professional development practices, and school literacy performance.

Unmotivated Students: Knowledge and understanding of students who are disruptive, non-participatory or have no desire to learn.

Segments: 1. Motivating From the Inside Out
2. Overcoming the Myths of Motivation
3. The Motivating Classroom

Time Management: Techniques that help with personal organization of schedules, setting of priorities, and carrying out of goals related to the job of teaching.

Segments: 1. Delegating Tasks to Paraprofessionals
2. Establishing a Volunteers' Station
3. Enhancing Time Management
4. Advanced Planning of Lessons and Routines

Facilitator: Dr. Loraine Stewart, Associate Professor
Department of Teaching and Learning
School of Education
Virginia Commonwealth University

Dr. Stewart's research focuses on examining strategies used by classroom teachers to integrate African American children's literature into the elementary curriculum and the impact this literature has on student achievement.

Roadblocks: Battlefield barriers (perceived or real) that inhibit success. Barriers may relate to professionalism, ethics and personal growth.

Segments:
1. Introduction: What is a Roadblock?
2. Dealing with Challenging Colleagues and Administrators

Diverse Learners: Knowledge and understanding of exceptional students, their differences and the teaching approaches required to provide differentiated instruction.

Segments:
1. Differentiation
2. Working with Students with Different Cultural and Linguistic Backgrounds
3. Working with Students Who Receive Special Education Services
4. Working with Gifted Learners
5. Collaborating with Other Educational Professionals

Facilitator: Dr. Joan Rhodes, Assistant Professor
Department of Teaching and Learning
School of Education
Virginia Commonwealth University

Dr. Rhodes' research interests are in the areas of early literacy development, using hypertext for increasing comprehension, instant messaging and social networking, electronic study skills, as well as emerging and new illiteracies. She is also interested in assessment and instructional strategies for remediating reading difficulties.

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2008 ASSESSMENT SUMMARY

A PROFESSIONAL DEVELOPMENT TOOLKIT
FOR
NEW AND BEGINNING TEACHERS

The Commonwealth Educational Policy Institute
Virginia Commonwealth University

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INTRODUCTION

The Commonwealth Educational Policy Institute (CEPI) is located in the Wilder School for Government and Public Policy at Virginia Commonwealth University (VCU). A primary focus of CEPI is the provision of assistance to elementary and secondary education through service to schools, research, and policy analysis. CEPI serves as a broker in selecting and developing expert teams of researchers and practitioners to meet K-12 educational needs. School needs have been met through a variety of short term and long term projects to include partnership studies, administrative assessments, policy reviews, consultation, and professional development.

Since its inception as a special affiliate of the VCU School of Education in 1998, CEPI has provided leadership and professional development to elementary and secondary schools through technology-based, research-oriented projects such as telecourses for principals and other school administrators, teacher/university faculty online mentorships, and teleconferences on a variety of training issues. In several cases, the Virginia Department of Education provided administrative oversight, and served as the resource partner for funding, and webcasting for these technology-based projects.

In 2006, CEPI completed an online mentoring assessment with support from the VCU School of Education in cooperation with the Virginia Department of Education and Henrico Public Schools. A forerunner of this 2009 project, a major purpose of the 2006 assessment was to have new and beginning teachers work with university faculty online to identify topics in areas in which they felt they needed more training. A second purpose was to determine which topics could be best addressed through available technologies.

The current project involves the Virginia Department of Education, Henrico Public Schools' Department of Staff Development, and the Commonwealth Educational Policy Institute. The sponsor of the project is the Commonwealth Educational Policy Institute. VCU School of Education faculty is serving as facilitators and providing script writing and research assistance.

PROJECT DESCRIPTION

The title of this project is "A Professional Development Toolkit for New and Beginning Teachers." It is a research-based video streamed program with accompanying resource documents. Resource documents in the program are provided as PDF files to facilitate the use

of 45 video programs. The first set of documents is: (1) an introduction to the project, (2) an introduction to program facilitators including a list of the segment titles under each topic, and (3) a description of a research formative study that was used to guide the project's development. The second set of documents is: (1) an introduction to the project, (2) a full text transcript for each video segment, (3) problems and solutions related to each video segment in the form of a work-study guide, and (4) an annotated bibliographic summary of references and Internet links for each transcript.

ABOUT THE PROJECT

Each of the twelve topics is presented in two to six stand alone video segments. Suggested uses, in addition to viewing by teachers for personal growth and development, include professional development, mentor-mentee, university prospective teacher, small group, and large group training.

The facilitators are university faculty and practitioners with field experience. Each is currently involved in teacher training or serves as a staff development administrator. All are currently engaged in educational research, teaching, and /or educational policy development.

The teachers who provide experiential comments in the video programs are classroom teachers. Some of them were participants in the 2006 Online Mentoring Study in which the topics for this project were identified. They represent most disciplines in K-12 grades.

PROJECT JUSTIFICATION

Traditionally, new public school teacher induction has been the responsibility of the employing school and school division. The role of the university, with few exceptions, ends with student teaching and graduation. These separate roles of the university and local schools and school divisions have existed until recent years when approaches to professional development are being redefined. Personal accountability for professional training is moving closer to the forefront as teachers become more involved in planning their own in-service education. As teachers take on more responsibility for their personal on-the-job training, they will continue to search for new approaches to staff development that are sensitive to their own time and schedules. Among new approaches are uses of technology to access Internet-based training and to access training from external locations such as university networks. Greater flexibility in technology use and choices allow universities and schools to collaborate and address teacher training needs in ways that free trainers and teachers from some travel, scheduling conflicts, and costs.

Teachers are already collaborating, brainstorming, problem-solving, meeting, receiving degrees, and taking classes online that cross school and state barriers (A Better Beginning: Helping New Teachers Survive and Strive, NEA Guide, 2005; Learning the Ropes, Recruiting New Teachers, Inc. 1999). Such exploration is accelerated as professional development is being redefined and contract days allocated to professional training are being reduced in school divisions across the country. Reductions in professional development days have resulted primarily from a conscientious effort on the part of schools to provide more instruction time for students. (Online Mentoring Project, CEPI, 2006).

PROJECT EXECUTION

The Steering Committee is composed of project partners at K-12 and university levels representing state and school division administration; elementary, middle, secondary and university instruction; professional development; teacher training; instructional technology; research and policy development. Each committee member has played an active role as an advisor, participant in the development of project components and/or consultant for video production and Internet posting.

Following organizational meetings and the hiring of key personnel, the first major step was to produce pilot videos for one of the topics and to develop sample support materials for that topic. The target survey audience was potential users or representatives from each of the four partner groups: CEPI, the Virginia Department of Education's Division of Teacher Education and Licensure, Henrico Schools' Office of Staff Development and the Department of Education's Division of Technology and Career Education. The CEPI Assistant Director and Adjunct Professor, VCU Technology Director for the School of Education, the Varina High School Distance Learning Specialist, and a Henrico County Staff Development Trainer were also asked to review the pilot videos and materials. The partners and potential users were asked to view six 5-7 minute video segments under the topic "Classroom Control and Discipline" and print support information to accompany those segments. The purpose of the survey was to utilize findings to guide the development of subsequent videos and online support materials.

The assessment addressed (1) video program topics, (2) program content, (3) support materials, and (4) technical components. Video program questions covered the appropriateness of topics, length of program suitability, pacing, staff development use, on-camera talent diversity, and facilitator experience in the area of professional development. Program content questions addressed state educational technology plan goals, content expectations, Virginia Licensure Regulations for School Personnel, and the provision of information at the quality level reflected in state criteria for professional development. Support material questions sought perceptions concerning lesson summaries, sample problems and solutions, bibliographic summaries, and annotated bibliographies including links to Internet resources. The appropriateness of the selection of technologies, and the choices and selection of PDF materials were addressed under the section labeled "Technical Components."

PILOT ASSESSMENT RESULTS

The survey results and reviewer comments are presented as follows:

1. VIDEO PROGRAM TOPICS

The project partners felt that the video program topics reflected staff development needs of new and beginning teachers because they were current, timely and target professional development needs previously identified by new and beginning teachers. They also felt that the length and pacing were appropriate and that the design of the video programs supported a variety of uses including small group, large group, individual, and segment

excerpting for specific uses. All felt that on-camera teachers represented the larger population of new and beginning teachers in terms of ethnicity and experience. They also felt comfortable with on-camera facilitator credentials, knowledge, experience, and presentation skills.

2. PROGRAM CONTENT

The respondents felt that the pilot program segments provided technology-related staff development on a variety of topics and delivery methods. Not all were certain, at the outset, that the pilot video segments would promote collaboration for technology integration training as described in the Educational Technology Plan for Virginia: 2003-2009. However, they thought the project supported across boundary collaboration among technology specialists and other teacher trainers such as central office professional development, and local school staff development personnel. They were confident that the pilot program reflected an awareness of Virginia Licensure Regulations for School Personnel in terms of involvement of a community of educators, provision of professional development options for new and beginning teachers in hard-to-staff schools, and provided a resource for induction of new and beginning teachers. They saw the use of second and third year teachers as online presenters and use of university staff development faculty as project strengths. When used as a planning tool, they thought the project, upon completion, would help inform university faculty in teacher education programs, trainers of new teachers, and teachers assigned to classrooms. All felt that the pilot video programs addressed the criteria for high quality professional development distributed by the Virginia Department of Education.

3. SUPPORT MATERIALS

All respondents felt that the bibliographical information provided up-to-date references, links, and summaries. They also indicated that the problems and solutions component addressed current experiences of new teachers, addressed staff development critical issues and represented concerns of all teachers. Two of the six respondents felt that the literature summaries in the bibliographical information was up-to date and valid.

4. TECHNICAL COMPONENTS

The checklist section on technical components of the pilot program sought information about the use of the Internet, PDF file resources, video streaming, and other instructional technologies. Respondents felt that the Internet is an acceptable technology to deliver staff development because it is available in Virginia schools and homes and is already a viable resource in many schools and homes outside the State. They agreed that the Internet provides access to research-based programs, supports collaborative learning environments, provides opportunities to bring real-world experiences to classroom instruction; and stimulates other uses of technology such as electronic courseware (Blackboard), DVDs, Wikis, and Blogs. Respondents also agreed that video streaming satisfies staff development needs in most schools because it supports just-in-time and point-of-need training, is compatible to other technologies used in schools, and provides instructional alternatives to assist differential instruction for needs of special populations. Finally, they felt that PDF files are suitable for staff development because electronic

reception equipment is already available in schools, and that there is sufficient in-house staff to assist with immediate uses of electronic recording and delivery.

5. REVIEWER COMMENTS

Three potential users of the entire project were asked to review the product and to comment. Their comments were as follows:

"The Classroom Control and Discipline" segments are the perfect supplement to our class discussions. What I found most interesting was that everything that is addressed in the training videos, I include in my Curriculum and Instruction class which is designed specifically for career switchers. So, the videos reinforced the critical concepts of classroom management for new educators and was great validation that I am providing what those special teachers truly need."

Marti Collier
Adjunct Professor and Assistant Director
Commonwealth Educational Policy Institute
Center for Public Policy
Virginia Commonwealth University

"The video streaming project for new and beginning teachers can be used as a guide for self-reflection, assessment and conversation among beginning teachers, mentors, and site administrators. The video and print materials aid mentors in their roles of supporting beginning teachers. They also offer positive solutions to challenges that other teachers identify in their own classrooms or to challenges observed in those classrooms."

Barbara Brown
Staff Development Instructor
Henrico County Schools

"There is no better form of helping an individual teacher than to have actual teachers, facilitators and mentors talking about problems they faced in the classroom. Just like anyone starting a new job, it is a well known fact that new teachers are hesitant to reveal their weaknesses. The twelve major topics covered in these videos give teachers access to just-in-time material that is relevant to their needs. Additionally, problems and solutions relate to each video segment in the form of a work –study guide is provided so the teacher can have time to reflect on the video and his/her classroom concern. To assist all the learning styles and needs, a full-text transcript of each video segment is provided. Based on research, these videos provide real and relative information to incorporate more effective use of "best practices" in the classroom. These professionally produced videos will be an asset to any school division in many capacities. They may be used as introductory training at the beginning of the school year. They may be used as supportive material in professional development training on a particular best practice issue, or they may provide refresher material for mentors. This 21st century approach to helping teachers become

successful in their beginning year will provide many tangible and intangible benefits to all facets of a school's overall improvement program."

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"Endorsed without reservation"
Dr, Gary Sarkozi
Director of Technology
School of Education
Virginia Commonwealth University

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FORMATIVE ASSESSMENT COMMENT

The project designers felt that the survey respondents/ project partners and potential users gave authority to move forward, as planned, with the development of the remaining 11 topics and PDF files. The reassurance that the project was moving in the right direction led designers and producers to continue with commitments to refinement and quality control during subsequent work on the project.